



**Thorpe Hesley
Primary School**



Part of the
newcollaborative
Learning Trust
Opening doors to a brighter future

Stay & Learn Early Learning Goal



EYFS Profile

- ▶ A completed EYFS Profile summarises and describes children's attainment at the end of the EYFS.
- ▶ It is based on the ongoing observation and assessment of children in the 7 areas of learning.
- ▶ For each ELG, the teacher will assess whether children are meeting the level of development expected at the end of the Reception (**expected**) or not yet reaching this level (**emerging**).
- ▶ This information will be used to inform the Year One teacher about progress

Seven areas of learning and development in the EYFS

*The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.*



Communication and Language



Personal, Social and Emotional Development



Physical Development

*The three prime areas are strengthened and applied through the **four specific areas**.*



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

4 & 5-year-olds: Communication and Language



- I understand how to listen carefully, e.g. I make sure I can see the person who is talking.
- I know why listening is important.
- I am learning lots of new words.
- I am using new words that I have learned. I can ask questions to find out more about something I am interested in.
- I can use clear, well-formed sentences to talk about my ideas.
- I can talk about an idea and make a connection to another idea by using words like: 'and', 'or', 'but', 'because.'

4 & 5-year-olds: Communication and Language

- I can talk about things that I have experienced in detail.
- I can talk about how to solve problems and give explanations about how things work and might happen.
- I can use and respond to social phrases such as when somebody says: "Good morning, how are you?"
- I can retell familiar stories, remember and repeat phrases from these. I can talk about stories in my own words.
- I am using new words that I have learned in lots of different ways.

4 & 5-year-olds: Communication and Language

- I enjoy listening carefully to rhymes and songs and pay attention to the different sounds.
- I enjoy learning rhymes, poems and songs.
- I am interested in using books that give me information, like a book about caring for pets.
- I listen to information books and can talk about what I have learned.
- I enjoy listening and responding to stories at storytime.
- I enjoy listening to stories. I can talk about my favourite and familiar stories.

4 & 5-year-olds: Personal, Social and Emotional Development

- I am proud of myself and I know I am important as an individual person.
- I can play fairly and cooperate with my friends.
- I know how to listen to others and be kind and caring.
- I can express my feelings. I am aware of other peoples' feelings.
- I can keep on going with something even when I find it challenging.
- I can recognise and talk about how I am feeling. I know ways to help myself feel calm.
- I can think about how other people are feeling in different situations.
- I can manage my own personal hygiene.

4 & 5-year-olds: Personal, Social and Emotional Development

I know and can talk about the importance of:

- regular physical activity;
- healthy eating;
- toothbrushing;
- sensible amounts of 'screen time;'
- having a good sleep routine;
- being a safe pedestrian.



4 & 5-year-olds: Physical Development

I am learning to improve my:

- *rolling*
 - *crawling*
 - *walking*
 - *jumping*
 - *running*
 - *skipping*
 - *hopping*
 - *climbing*
- I can use a range of movements with ease.
 - I can respond quickly to changes of speed and direction.

- I am learning how to develop a handwriting style which is fast, accurate and efficient. At this stage, getting the process right (like 'round-up-down' when I write the letter 'd') is more important than how neat it looks.
- I am learning special skills I need to manage my day at school successfully, e.g. lining up and queuing for my school dinner.

4 & 5-year-olds: Physical Development

- I can move with increasing control and grace.
- I have the body strength, coordination and balance to engage in future PE and physical disciplines like dancing, swimming and gymnastics.
- I can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- I have good posture when sitting at a table or sitting on the floor.
- I am confident using a range of large and small equipment safely indoors and outdoors.
- I am developing confidence, precision and accuracy in throwing, catching, kicking, passing, batting and aiming balls.

4 & 5-year-olds: Literacy

- I can read individual letters by saying the sounds for them.
- I can blend sounds into words. This helps me to read short words made up of known letter-sound correspondences. Such as 'h-a-t'.
- I am learning to read some letter groups such as 'th', 'sh', 'ee' and say the sounds for them.
- I can read some common exception words such as 'do' and 'said' (these will be linked to the phonics programme at your child's school).

4 & 5-year-olds: Literacy

- I can form lower-case and capital letters correctly.
- I can spell words by identifying the sounds. I can write the sound with letter/s.
- I can write short sentences with words when I know the sound-letter correspondences. I can use a capital letter and a full stop.
- I re-read what I have written to check that it makes sense.

4 & 5-year-olds: Literacy

- I can read simple phrases and sentences that are made up of words with familiar letter-sound correspondences. I can read a few exception words where needed.
- I re-read these books at home and in school. I am building up my confidence in word reading, my fluency. I am understanding and enjoying these books.

4 & 5-year olds: Mathematics

- I can count objects, actions and sounds.
- I can quickly recognise a group of up to five objects without counting. This is called 'subitising'.
- I can match the correct numeral (number symbol) to the right amount, e.g. I can play 'snap' where some cards have numerals, and some have dot arrangements.
- I can count beyond ten.
- I can compare numbers of items.
- I understand the 'one more than/one less than' relationship between consecutive numbers.

4 & 5-year olds: Mathematics

- I am learning about how numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. This is called composition of number.
- I know and can say number bonds for numbers 0-5 and some to 10.
- I can select and rotate shapes, this helps me to learn spatial reasoning skills.
- I am learning about how shapes can be combined to make new shapes, e.g. two triangles can be put together to make a square. This helps me to recognise a shape can have other shapes within it, just like numbers can.
- I can continue, copy and create repeating patterns.
- I can compare length, weight and capacity, e.g. "This is heavier than that."

4 & 5-year-olds: Understanding the World

- I like to talk about my family and community.
- I can name and describe people that I have come across within my community, such as hairdressers, the police, nurses, doctors and teachers.
- I can talk about images of familiar situations that happened in the past.
- I am learning about the past and present by comparing and contrasting characters from stories.
- I can draw information from a simple map.

4 & 5-year-olds: Understanding the World

- I understand that some places are special to members of my community.
- I understand that people have different beliefs and celebrate special times in different ways.
- I understand that there are similarities and differences between life in this country and life in other countries.
- I enjoy exploring the the natural world.
- I can describe what I see, hear, feel when I am outdoors.
- I know that the local area I live in is different to other environments.
- I understand that the seasons change and have an effect on the natural world.

4 & 5-year-olds: Expressive Arts and Design

- I can explore, use and refine a variety of artistic effects to express my ideas and feelings.
- I can return to and build on my previous learning, by refining my ideas and developing ways to represent them.
- I can create collaboratively with others. I can share my ideas, resources and skills.
- I can listen attentively to, move to and talk about music, expressing my feelings and responses.

4 & 5-year-olds: Expressive Arts and Design

- I can sing in a group or on my own, I am increasingly able to match the pitch and follow the melody.
- I enjoy creating storylines in my pretend play.
- I enjoy exploring and engaging in making music and dance. I can perform by myself or in a group.

4 & 5-year-olds: how you can help me with my learning

Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.

4 & 5-year-olds: how you can help me with my learning

Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.

The Early Years Foundation Stage Profile

- ▶ At the end of the EYFS, you will receive written information about your child as a summary of their progress throughout Reception.

Phonics

- We will continue to teach and assess phonics every 6 weeks.
- The expectation is that children should be Phase 4 secure when they leave Reception.
- Please support us at home with the green books and completing the look, cover, spell, check books.

Transition

- As the summer approaches we will be thinking about classes for next year.
- Children will go into year one. We have two year one classes and a year one and two mixed class. Children in the mixed class will receive year one objectives through their literacy and maths work.
- Children will be split annually as they move throughout school but we always consider friendship groups when setting classes.

Thank you